

Resources



Banks, James, ***Levels of Integration of Multicultural Content: A Brief Summary.***
<http://resources.css.edu/diversityservices/docs/levelsofintegrationofmulticulturalcontent.pdf>



Ontario Ministry of Education, ***How do We Know We are Making a Difference?***
<http://www.edu.gov.on.ca/eng/policyfunding/equityPlacemat.pdf>

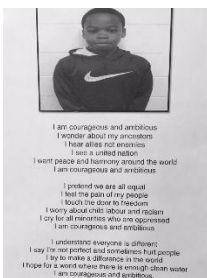


Ontario Ministry of Education, ***Culturally Responsive Pedagogy Towards Equity and Inclusivity in Ontario Schools.*** (2013)
http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_ResponsivePedagogy.pdf



Ontario Ministry of Education, ***Collaborative Inquiry in Ontario: What We Have Learned and Where We are Now.*** (2014)
http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_CollaborativeInquiry.pdf

Professional Learning Journeys



Zohrin Mawji

Theory of Action: IF we decrease the exposure of dominant perspectives in our curriculum and introduce culturally responsive texts from authors and activists from different cultural backgrounds and religions, **TO** integrate the personal and cultural experiences of our students into the daily instruction of reading and writing, **THEN** our students will be engaged in authentic literary texts which breathe their lived experiences and help them unpack biases of other cultures.

https://docs.google.com/presentation/d/1XQ2fWFLCK-tWQ6d3x7KIH48d72hTW53Bxly0DhW-MF0/edit#slide=id.g3c9a0b92f3_0_1015



Matt Fletcher and Michelle Schultz

Theory of Action: IF we give students the tools **TO** identify bias in information presented to them from outside sources **THEN** our students will look at messages and be able to make informed decisions and form educated conclusions about messages presented to them.

<https://docs.google.com/presentation/d/1jwb79eFsDx52Fh4QHfpB1eQIAGMd27>



Jennifer McLeod & Tracey Freitas

Theory of Action: IF we are intentional in selecting learning resources that allow the students to question and inquire about diversity **TO** represent the voices/stories of our classroom, **THEN** students will have a better understanding of the presence of diversity and its importance within the learning resources they are presented within the class and beyond.

<https://www.smores.com/gnsy-diversity?ref=email>

Jennifer McLeod

Theory of Action : IF I am intentional in selecting professional learning resources that allow me as lead learner to inquire about indigenous peoples **TO** improve my knowledge of the indigenous people's history and perspective **THEN** I will be able to better guide my student's inquiries into various indigenous issues, in particular the education of the history and impact of residential schools.

<https://www.smores.com/76f44>



Developing Equity-Minded Mentors Who Inspire Novice Teachers

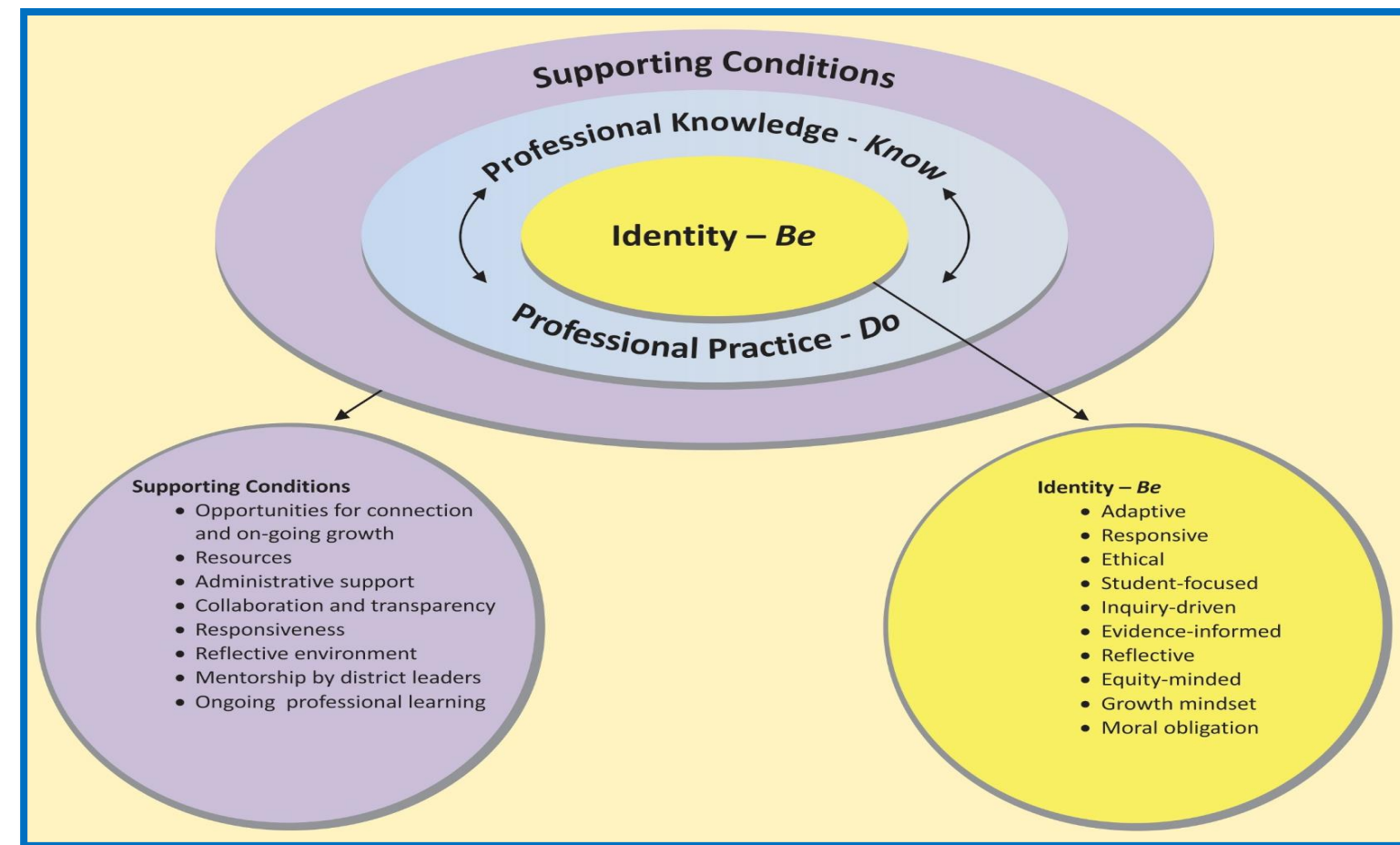
Session 2305



Allison Cunningham – *Instructional Coordinator of the New Teacher Induction Program*

Hiren Mistry – *Instructional Coordinator of Equity and Inclusive Education*

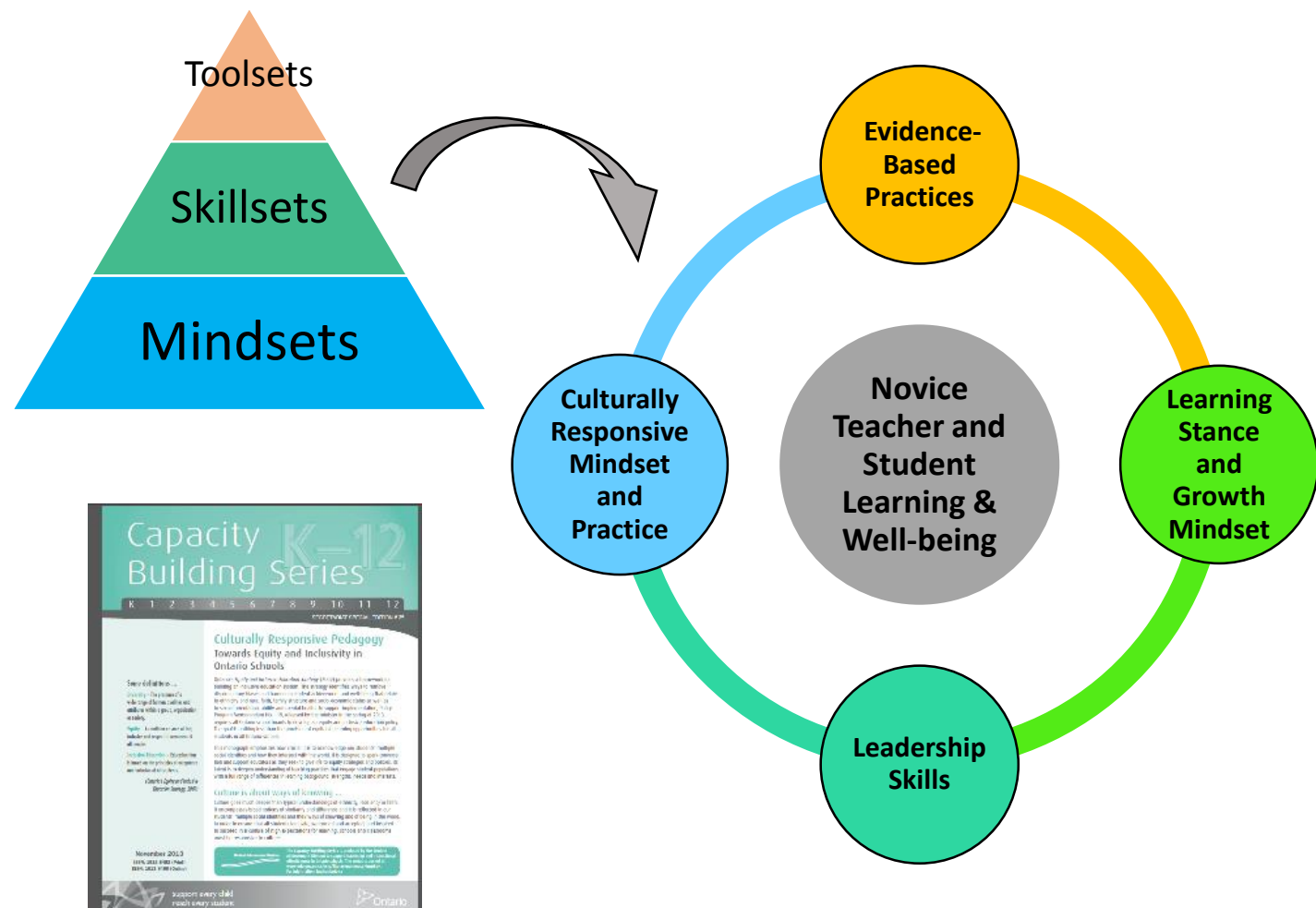
Mentors as Teacher-Leaders Framework



Learning Forward 2018

All Learners, Many Perspectives, One Community

Dallas, Texas



Culturally Responsive Practices Collaborative Inquiry Process

Professional Learning Launch

- Reflecting upon individual biases and privilege (e.g. survey, reflection tools)
- Community building
- Capacity building led by Instructional Coordinators and Mentor Leaders to deepen understanding of CRP
- Reflecting on greatest area of need for *teacher learning* and establishing theory of action for collaborative inquiry

Collaborative Inquiry Mid-Point Check (2-3 weeks after launch)

- Guided reflection upon Collaborative Inquiry project
- Revisiting and revising Theory of Action
- Capacity building led by Instructional Coordinators and Mentor Leaders to deepen understanding of CRP
- Collaborative sharing, planning and coaching

Co-learning, Co-Planning, Co-teaching, Co-reflecting Cycles (2-3 months) (2 days)

- Teachers guide their own co-learning cycles
- Teachers document their professional learning journey
- Coaching is offered by system leaders to mentor leaders

Sharing and Reflection Dinner

- Mentor leaders post professional learning journeys and reflections on Google Doc one week prior to sharing evening
- Opportunity to share highlights of collaborative inquiry work with entire inquiry group.

Theory of Action

If _____ (identify a skill, strategy or approach that you would like to try because you think that it will have an impact on student/school improvement)
to _____ (determine the purpose – Why do you want to take this action?), *then* students/parents/staff will _____ (identify the targeted student learning or learning culture that requires improvement – curriculum, instruction, assessment, culture/climate).

What I think I Know about Culturally Responsive Pedagogy Prior Learning	Yes, I was right Confirmation	What I learned New Learning	What I couldn't confirm Possible Misconceptions	What I still want to know Wondering

Reading and Analyzing Non-Fiction Chart (RAN) – adapted from Tony Stead